DOCUMENT RESUME

ED 278 147 EA 019 146

AUTHOR Layton, Donald H., Comp.
TITLE A Summary of Courses in the Politics of Education.
PUB DATE Jan 87
NOTE 30p.; Compiled for the Politics of Education Association.
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Curriculum; *Course Content; *Course Descriptions; Educational Assessment; *Educational Policy; Evaluation Methods; Foreign Countries; Higher Education; *Politics of Education; Profiles
IDENTIFIERS Australia; Canada; United States

ABSTRACT

This document contains 83 listings and descriptions of courses in the politics of education, education policy, and education policy analysis. Intended to be a reference to current course instructors and individuals about to teach classes in educational politics or policy analysis, the compilation is based upon course syllabuses, catalog descriptions, and other materials submitted by course instructors. Listed alphabetically by state or country (if not in the United States), each entry includes the name of the university, course title, instructor, date of course syllabus, texts, focus, and special features, if any. Courses with a higher education focus are identified as such. (IW)

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A SUMMARY OF COURSES IN THE POLITICS OF EDUCATION

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for the

The Politics of Education Association
Michael W. Kirst, President

January 1987

EA 019 146

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A SUMMARY OF COURSES IN THE POLITICS OF EDUCATION

This document includes more than eighty listings and descriptions of courses in the politics of education, education policy, and education policy analysis. The compilation is based upon course syllabuses, catalog descriptions, and other materials submitted by course instructors in response to my request in Fall 1986. The endeavor was initiated by Michael Kirst, the current president of the Politics of Education Association, as an up-date to similar activities in the Association's formative years.

Hopefully, these materials will prove to be a handy reference to current course instructors and individuals about to teach classes in the educational politics or policy analysis. Entries include complete addresses of class instructors, and we encourage direct contacts among individuals engaged in similar course instruction. We are making available copies of 10 - 12 representative course syllabuses described in this document for a nominal charge of $3.50. Please make out checks to the "Politics of Education Association" and forward your request to me.

We would like to know of any activities which this project stimulates or contributes to in the future. Instructors not represented in these listings are still encouraged to send along course syllabuses for a possible future supplement.

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A SUMMARY OF COURSES IN THE POLITICS OF EDUCATION

The following course listings include name of the university, course title, instructor, date (of course syllabus), texts, focus, and special features, if any. The list is arranged alphabetically by state and country (if not in the U.S.A.). H.E. at the end of the university identification indicates the course has a higher education focus. The symbols, "N/I," mean that the date of the syllabus or the texts utilized are not indicated.

1. ARIZONA. Arizona State University

COURSE TITLE: Politics of Education
EDA 675
INSTRUCTOR: Robert T. Stout, College of Education, Arizona State University, Farmer Building, Tempe, AZ 85287
DATE: Fall 1986
TEXT: Schools in Conflict, Wirt and Kirst
FOCUS: General political processes, tools for political study, historical shifts, local school politics, state policymaking and issues, federal policy, policy analysis.
FEATURE: A seven-page bibliography on politics and the politics of education.

2. AUSTRALIA. Western Australia. University of Western Australia

COURSE TITLE: Governance of Education
361 (30.361)
INSTRUCTOR: Derrick Tomlinson, Dept. of Education, The University of Western Australia, Nedlands, Western Australia 6009 Australia (courtesy of Ian Birch)
DATE: Current
TEXT: N/I
FOCUS: Governance and financing of education with particular reference to the educational policy process and to sources of financing, allocation criteria, proposals for reform and the public-private debate.

3. AUSTRALIA. Western Australia. University of Western Australia

COURSE TITLE: Governance of Education, 461 (30.461)
INSTRUCTOR: Ian Birch, Dept. of Education, The University of Western Australia, Nedlands, Western Australia, 6009, Australia
DATE: Current
TEXT: N/I
FOCUS: Law and education as it concerns legal aspects of inter-governmental relations is the primary focus in this unit. Constitutional capacities of State and Commonwealth governments in respect of education are examined and comparisons made with relevant federal systems of government.

4. CALIFORNIA. California State University, Sacramento

COURSE TITLE: Power and Politics in Education. CAPS 207.0
INSTRUCTOR: Thomas Gustafson, Dept. of Counseling, Administration, and Policy Studies, School of Education, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-2694
DATE: Fall 1986
TEXTS: Schools in Conflict, Wirt and Kirst; Legislated Learning, Wise
FOCUS: Topics include systems theory, pressure groups, voting behavior, local, state and federal politics, courts, women and minorities, practical politics, and public relations, and change.

5. CALIFORNIA. Claremont Graduate School (H.E.)

COURSE TITLE: Public Policy Dimensions of Higher Education. Education 456.
INSTRUCTOR: Jack H. Schuster, Faculty in Education, The Claremont Graduate School, Harper Hall, Claremont, CA 91711
DATE: Fall 1986
TEXT: Reading List
FOCUS: Major topics covered include the role of the states (with particular attention to California), the role of the federal government (with special treatment of finance policy issues), the politics of higher eduction, and selected policy issues (e.g., collective bargaining, access).
FEATURES: The syllabus includes a listing of 33 policy issues in higher education "which students might choose to research."

6. CALIFORNIA. Stanford University

COURSE TITLE: Introduction to Politics of Education, Eduction 220B
INSTRUCTOR: Michael W. Kirst, School of Education, Stanford University, Stanford, CA 94305-2384
DATE: Winter 1985-86
TEXTS: Cutting Deals with Unlikely Allies, Anderson; Essence of Decision, Allison; Everyman's Prince, Coplin and O'Leary.
FOCUS: Topics include the political context of education, alternative models of the policymaking process, models applied, identification and application of political science concepts, alternative definitions of influence, interest groups, bargaining and coalitions, style and personality, politics local and state style, applying political strategy skill, and conflicting values and policy outcomes.

7. CALIFORNIA. University of California, Berkeley

COURSE TITLE: Introduction to Educational Policy Analysis. Education 260A.
INSTRUCTOR: James W. Guthrie, School of Education, University of California, Tolman Hall, Berkeley, CA 94720

DATE: Fall 1986
TEXTS: Educational Administration: Effective Leadership for American Education, Guthrie and Reed; Thinking in Time, Neustadt and May; The Change Masters, Kanter, plus Fisher and Ury and also Levin
FOCUS: Course is core Education Administration requirement at Berkeley. It introduces students to contemporary policy issues in education, to major skill areas, to important literature, and to communication techniques utilized by planners, policy analysts, and managers. Topics include strategic planning, political analysis, policy analysis, negotiating, organizational issues, and specific policy issues (e.g., equality, efficiency, liberty, and professional challenges).

8. CALIFORNIA. University of California, Los Angeles

COURSE TITLE: Introduction to Policy Analysis in Education, Education 443
INSTRUCTOR: James S. Catterall, Graduate School of Education, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90024
DATE: Fall 1984
TEXTS: Limits of Educational Reform, Levin and Carnoy; Essence of Decision, Allison; The Troubled Crusade, Ravitch,. Sourcebook
FOCUS: Is an introduction to the analysis of policy choices and program operations, particularly in the area of education. The course covers central actors and institutional units in the policy-making process, the rudiments of implementation analysis, and stages of policy analysis - problem strategies and defining and measuring outcomes.

9. CALIFORNIA. University of California, Los Angeles

COURSE TITLE: Politics and Education, Education 207
INSTRUCTOR: James S. Catterall, Graduate School of Education, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90024
DATE: Spring 1985
TEXTS: Everyman's Price, Coplin and O'Leary; Politics and Education: Cases from Eleven Nations, Thomas. Sourcebook
FOCUS: Explores relationships between politics and education. Primary focus on domestic (USA) and to a lesser extent cross-national issues. Particular attention is given to the issues of interest group formation and articulation, the politics of school decisionmaking, finance, and reform, and the politics of inter-group relations.
FEATURE: A 6-page bibliography is included with syllabus.

10. CALIFORNIA. University of California, Santa Barbara (Ventura Learning Center)

COURSE TITLE: The Politics of Education.
Educational Administration 241A
INSTRUCTOR: Laurence Iannaccone, Graduate School of Education, University of California, Santa Barbara, CA 98106
DATE: Fall 1986
TEXTS: Semisovereign People, Schattschneider; Symbolic Uses of Politics, Edelman; Guide for the Powerless..., Halperin, et al.
FOCUS: Major topics include foundations of the 20th Century system (including the "one best system" -- creation, basis, its political paradigm's bias and drift); the late stages of an era (a beleaguered system, decade of educational reforms); laws of political quiescence and discontent in local governments; between the old and new (sobering 1970's, etc.); consistency realignments, policy redirection (Reagan election, a new federalism, one best system in the 1980's).

11. CALIFORNIA. University of San Diego

COURSE TITLE: Policy Making Process, EDLD 604
INSTRUCTOR: Joseph C. Rost, Division of Leadership and Administration, School of Education, University of San Diego, Alcala Park, San Diego, CA 92110
DATE: Fall 985
TEXTS: Essence of Decision, Allison; The Policy-Making Process, Lindblom; A Leadership Theory of Policy Making, Rost.
FOCUS: Topics include overview; policy analysis -- the rational organizational process, and political models; case analysis; systems theory; group theory; pluralist theory; leadership theory; implementation; policy stages, synthesis of models, and future of policymaking and analysis.
FEATURE: An accompanying 6-page bibliography.

12. CALIFORNIA. University of San Diego

COURSE TITLE: Politics of Education, EDAD 254
INSTRUCTOR: Joseph C. Rost, Division of Leadership and Administration, School of Education, University of San Diego, Alcala Park, San Diego, CA 92110
DATE: Fall 1985
TEXT: Book chapters and journal articles as listed.
FOCUS: Topics include politics of education myth, symbolic aspects of politics, the political model, change and politics, schooling, curriculum, federal, state, and local politics of education, and synthesis.
FEATURES: Includes an 11-page bibliography on the politics of education and some general political science works.

13. CALIFORNIA. University of Southern California

COURSE TITLE: Educational Policy Development and Administrative
EDPA 519
INSTRUCTOR: Allan Odden, Dept. of Educational Policy,
Planning and Administration, School of Education, University of
Southern California, Los Angeles, CA 90089-0031
DATE: Fall 1986
TEXT: None. Required readings.
FOCUS: This is an introductory course towards understanding policy analysis and formulation as an element of the development of public education policy. Major course units include "what is policy analysis?"; a framework for education policy analysis and formulation -- backward mapping; the demographic, economic and political context of education, school improvement and educational reform; maintaining and improving teacher quality; and the dropout issue.

14. CALIFORNIA. University of Southern California

COURSE TITLE: Policy Analysis in Education, Policy Implementation
EDPA 619
INSTRUCTOR: Allan Odden, Dept. of Educational Policy,
Planning and Administration, School of Education, University of
California, Los Angeles, CA 90089-0031.
DATE: Spring 1986
TEXT: None. Required readings.
FOCUS: Major topics in course include public policies and issues/ problems of implementation; political science conceptual frameworks for program implementation; the case of school finance reform; the state role in implementation of federal programs; from implementation to quality improvement; mixed models of program implementation; sociological view of program implementation and the local education change process; micro-computer implementation; and implementation of educational reform.

15. CANADA. Alberta. University of Alberta

COURSE TITLE: Politics of Education I., Ed. Adm. 655
INSTRUCTOR: Co-taught by William H. Worth (and Richard F. Baird, Dept. of Political Science), Dept. of Educational
Administration, Faculty of Education, University of Alberta, 7 -104
Education Building North, Edmonton, Alberta, Canada, T6G 2GS.
DATE: Fall 1986
TEXTS: Required package of readings.
FOCUS: Course involves collaborative effort between a professor of educational administration and a political scientist. Topics are thus addressed from perspective of multipurpose governments (e.g., federal, provincial) and single-purpose ones (e.g., school boards, postsecondary governing boards). Specific topics covered in class include politics and political systems, political processes and government functions, political ideologies and values, perspectives

on education politics, political parties and interest groups, recruitment and socialization, participation and representation, political functions of mass media, political power and conflict, and research and issues in the politics of education.

16. CANADA. Alberta. University of Alberta

COURSE TITLE: Politics of Education II., Ed. Adm. 656
INSTRUCTOR: William H. Worth, Dept. of Educational Administration, Faculty of Education, University of Alberta, 7 - 104 Education Building North, Edmonton, Alberta, Canada T6G 2GS
DATE: Spring 1987
TEXT: Required package of readings.
FOCUS: Applies basic concepts and processes dealt with in Ed. Adm. 655 to contemporary inter-government and inter-organizational developments in Alberta and Canadian education. Perspectives of leading scholars in the politics of education are reviewed, along with discussions of context of choice, power, conflict, and participation. Case studies are incorporated into the curriculum.

17. CANADA. Alberta. University of Calgary.

COURSE TITLE: Multicultural Bases of Education: Educational Policy.
INSTRUCTOR: John McNeill, Educational Policy and Administrative Studies, University of Calgary, 2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4
DATE: Fall 1986
TEXTS: Ethnicity and Human Rights in Canada, Kallen; Indian Education in Canada, Vol. I, Barman, Hebert and McCaskill.
FOCUS: Relationship of cultural pluralism and education in Canada. Examines such issues as multiculturalism and language education; ethnicity and ethnic identity; minority rights, educational rights and children's rights; discrimination, dominance, and socio-political opportunity; the role of public schooling in multicultural education , etc.

18. CANADA. Alberta. University of Calgary

COURSE TITLE: Political Perspectives on Educational Administration EDPA 659
INSTRUCTOR: Arthur M. Schwartz, Dept. of Educational Policy and Administrative Studies, Faculty of Education, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4
DATE: Fall 1986
TEXTS: The Politics of Canadian Education, CSSE Yearbook, Wallin; Federal-Provincial Relations: Education Canada, Ivany and Manley-Casimir, and Modern Political Analysis, 4th ed., Dahl.
Major topics in the course include: Why politics of education? basic concepts, the Canadian context, the decision analysis approach to community power, analytical models of educational

decision-making, interest groups, trustees and others (including senior officials, principals, teachers, and parents and community). Readings well-coordinated with topics.

19. CANADA. British Columbia. Simon Fraser University

COURSE TITLE: The Political and Social Environment of Public Education. Education 817-5
INSTRUCTOR: Linda La Rocque, MPX 8544, Faculty of Education, Simon Fraser University, Burnaby, British Columbia, Canada V5A 1S6 (Courtesy of Norman Robinson)
DATE: 1986-87
TEXTS: N/I
FOCUS: Topics include power and influence, federal and provincial governments, school boards, administrators, teachers, parents and interest groups.

20. CANADA. British Columbia. University of British Columbia

COURSE TITLE: Institutional Governance: Politics and Education. E.Adm. 565(951)
INSTRUCTOR: Ian Housego, Faculty of Education, University of British Columbia, 2125 Main Hall, Vancouver, British Columbia, Canada V6T 1Z5
DATE: Summer 1986
TEXT: N/I Extensive readings from Canadian and international sources.
FOCUS: Conflicting social values; authoritative allocation of values, power, influence, authority, control: objects of political action; conflict and control: interest groups and political action; systems analysis: a guide to understanding action; the politics of education as a field of inquiry; politics and public policy in education: process and product; board level politics; a provincial perspective; politics of bureaucratic administration; politics of innovation; etc.

21. CANADA. Newfoundland. Memorial University of Newfoundland.

COURSE TITLE: The Political Context of Educational Institutions. Educational Administration A6760
INSTRUCTOR: Dennis L. Treslan, Dept. of Educational Administration Memorial University of Newfoundland, St. John's Newfoundland, Canada, A1B 3X8
DATE: N/I
TEXTS: Schools in Conflict, Wirt and Kirst (selective parts only), plus handouts.
FOCUS: A conceptual framework, political science contribution, school in its power environment, political elements of school system, and administrator's role in educational politics. Course outline divides each of these topics into several components.

22. CANADA. Ontario. Ontario Institute for Studies in Education

COURSE TITLE: Political Organization of Education. Course No. 1018

INSTRUCTOR: Richard Townsend, Dept. of Educational Administration, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
DATE: N/I
TEXTS: Specific readings assigned to the several units of the course.
FOCUS: A special "Learner's Manual" and "Learning Guide" have been prepared for this course. Course materials are rich in suggested activities to exemplify politics of education concepts and to apply these to real-world and practical situations. The Manual and Learning Guides may be the most comprehensive listing and explication of teaching techniques yet developed for any politics of education class. The materials have been developed for distance (off campus) education, where the instructor cannot always be physically present with students.

23. CANADA. Ontario. Ontario Institute for Studies in Education

Steve Lawton (Dept. of Educational Administration, The Ontario Institute for Studies in Educational Administration, 252 Bloor Street West, Toronto, Ontario, Canada M55 IV6) sent along a list of books used in the teaching of the economics of education which relate specifically to the political economy of education. These include Schooling and Work in the Democratic State, Carnoy and Levin; The Economics of Education, 2nd ed., Cohn; The Limits of Educational Reform, Carnoy and Levin; Schooling in Capitalist America, Bowles and Gintis; Captains of Consciousness, Ewen; Inequality, Jencks; The Joyless Economy, Scitovsky.

24. CANADA. Ontario. University of Ottawa

COURSE TITLE: Politics and Education, EDU 5235
INSTRUCTOR: Harold Jakes, Faculty of Education, University of Ottawa, 550, Cumberland, Ottawa, Ontario, Canada K1N 6N5.
DATE: Spring 1983
TEXTS: None. Recommended - The Politics of Education. NSSE Yearbook, Scribner; The Politics of Canadian Education, Wallin.
FOCUS: Relationship of political forces to the theory and practice practice of educational administration at the federal, provincial, and local levels of educational governance. Concepts of bureaucracy, conflict, power, authority, and influence are analyzed and exemplified through the study of the constitutional structure of education, the policy-making process, the political nature of school boards, the role of the trustee, the power structure of community and other interest groups, the politics of teacher organizations, the collective bargaining process and the emerging political role of school administrators.

25. CANADA. Saskatchewan. University of Saskatchewan

TILE: Community Relations in Education. EDADM. 836
INSTRUCTOR: Barry Lucas, Educational Administration, University of Saskatchewan, Rm. 3067, Education Bldg., Saskatoon,

Saskatchewan, Canada. S7N 0W0.
DATE: N/I but current
TEXT: Selected readings
FOCUS: Course is follow up to EDADM. 835. The course emphasizes a political framework of analysis but also draws upon other social science perspectives where appropriate. Topics include a clarification of assumptions, values, and attitudes towards the subject, trends, citizen participation, the role of participation in social and political control, and organized parent/citizen participation and collective action.
FEATURES: Dr. Lucas has prepared a 17-page bibliography on the course topics.

26. CANADA. Saskatchewan. University of Saskatchewan

TITLE: Policy Making in Education. EDADM. 835
INSTRUCTOR: Barry Lucas, Educational Administration, University of Saskatchewan, Rm. 3067, Education Bldg., Saskatoon, Saskatchewan, Canada S7N 0W0
DATE: N/I but current
TEXT: Numerous readings
FOCUS: Stresses behavioral approach to political analysis and tries to develop familiarity with variety of frameworks for analyzing educational policy making and political behavior at local district level. Topics include overview of policymaking and political behavior in school systems, aggregation and articulation of interests, policymaking processes, and specific examination of the school board's role.
FEATURES: Dr. Lucas has assembled an 18-page bibliography to accompany the syllabus.

27. CONNECTICUT. University of Connecticut

COURSE TITLE: Politics of Educational Policy Making. EDAD 394
INSTRUCTOR: John W. Brubacher, Dept. of Educational Leadership, University of Connecticut, Storrs, CT 06288
DATE: Spring 1986
TEXTS: Politics of Education, NSSE Yearbook, Scribner; Politics in the American States, Gray, Jacob and Vines.
FOCUS: On the interactions of individuals who, and groups which, influence educational policymaking at the local, state, and federal levels. Concepts of government, power, conflict, and policy are emphasized as they relate to implementation of individual and group values. Topics also include definitions of politics, contingency theory, conversion process, normative vs. descriptive views, politics of change, decision-making and control, and special issues.

28. FLORIDA. Florida International University

COURSE TITLE: Education Policy, EDA 7069
INSTRUCTOR: Peter J. Cistone (and William J.Leary), College of Education, Florida International University, Tamiami Campus, Miami, FL 33199

DATE: Fall 1985
TEXTS: Understanding Public Policy, 5th ed., Dye; School of the Future, Cetron; and Who Controls Our Schools? Kirst.
FOCUS: Course reviews, analyzes, and synthesizes concepts and models of educational policy formation and implementation and their utilization to explain particular policy outcome in education. Topics include study of policy, models of policy analysis, nature of educational policy, intergovernmental levels, educational policy at federal, state, and local level, and educational policy and democracy. Course jointly taught by a dean/professor and county superintendent of schools.

29. FLORIDA. Florida International University

COURSE TITLE: Politics of Education. EDA 7197
INSTRUCTOR: Peter J. Cistone, College of Education, Florida International University, Tamiami Campus, Miami, Fl 33199.
DATE: Fall 1986
TEXTS: Power and Politics in Organizations, Bacharach and Lawler; School of Politics Chicago Style, Peterson; Schools in Conflict, Wirt and Kirst.
FOCUS: The course topics include the politics-education interface, concepts of politics, competing theories of political power, political power, political systems analysis, federal, state, local, and urban politics of education, and the courts.

30. ILLINOIS. Governors State Univesity

COURSE TITLE: Government Policies in the Public Schools. HLD 9841
INSTRUCTOR: George Michel (now at South Carolina State College. Home address: 113 Bent Bough Circle, Columbia, SC 29210).
DATE: Summer 1981
TEXT: Practical Politics for School Administrators, Wiles, Wiles and Bondi.
FOCUS: Topics include structure of the school; strategies for principal; change and risk; politics and school board; interests; school budgeting; personnel and bargaining; evaluation and curriculum; and principles of politics.

31. ILLINOIS. Illinois State University

COURSE TITLE: The Politics of Education. Educational Administration and Foundations 492
INSTRUCTOR: Franklin G. Matsler, Center for Higher Education, College of Education, Illinois State University, 539 De Garmo Hall, Normal, IL 61761-6901
DATE: Fall 1986
TEXT: N/I
FOCUS: An introduction to the effect and understanding of the methods of politics in the educational area; emphases on state politics of education. Examination of policy changes occurring in education; determination of conditions leading to issues which are finally dealt with by the creation of new policies; and analysis of impact of policy changes on people.

32. ILLINOIS. Northern Illinois University

COURSE TITLE: The Politics of Educational Administration. LEEA 554
INSTRUCTOR: Patricia F. First, Department of Leadership and Educational Policy Studies, Northern Illinois University, 201 Gabel Hall, De Kalb, IL 60115.
DATE: Spring 1986
TEXTS: School Politics Chicago Style, Peterson; Schools in Conflict, Wirt and Kirst, Daedalus, Fall 1984.
FOCUS: Methods and conceptualization of political power in educational administration, examination of policy making, policymakers and educational administrators in their policymaking roles, ways of influencing policy processes and identification of current policy issues in educational administration. Topics include political turbulence in American education (and models to examine this), the school and society, pressures on the schools, policymaking, politics at local, state, and federal levels, innovation and the courts.

33. ILLINOIS. Sangamon State University.

COURSE TITLE: Politics of Education. ADE504.
INSTRUCTOR: Stuart A. Anderson, Sangamon State University, Springfield, IL 62708
DATE: Spring 1982
TEXT: Pratical Politics for School Administrators, Wiles, Wiles, and Bondi
FOCUS: Topics drawn from the above text.
FEATURE: A 3-page bibliography entitled "Political Novel, Biography or Autobiography."

34. ILLINOIS. University of Illinois at Urbana-Champaign
TITLE: Advanced Seminar in Public School Finance
INSTRUCTOR: James G. Ward, Dept. of Administration, Higher and Continuing Education, College of Education, University of Urbana-Champaign, 1310 South Sixth Street, Champaign, IL 61820.
DATE: Fall 1986
TEXTS: Three specific to Illinois, plus Fiscal, Legal, and Political Aspects of State Reform of Elementary and Secondary Education, Mueller and McKeown.
FOCUS: On school finance issues and school finance reform in Illinois. Exploration of policy options in school finance for reforming Illinois system for providing grants-in-aid to local school districts.

35. ILLINOIS. University of Illinois at Champaign-Urbana (H.E.)

COURSE TITLE: Comtemporary Government Problems - The Politics of Higher Education. Political Science 450G
INSTRUCTOR: Samuel K. Gove, Professor, Institute of Government and Public Affairs, University of Illinois, 1201 West Nevada Street, Urbana, IL 61801.
DATE: "Several years ago"
TEXT: State Politics of Higher Education, Goodall.

FOCUS: Topics include the case for autonomy, relationships between higher education and the federal government, state government, governors, legislatures, and the courts. Politics of higher education governance, politics of aid to private higher education and of collective bargaining.
FEATURE: 7-page higher education reading list (no 1980's entries).

36. ILLINOIS. University of Illinois at Urbana-Champaign, IL 61820.

TITLE: School-Community Relations. AHCE 468.
INSTRUCTOR: James G. Ward, Dept. of Administration, Higher, and Continuing Education, College of Education, University of Illinois at Urbana-Champaign, 1310 South Sixth Street, Champaign, IL 61820.
DATE: Fall 1985 (North Shore Program)
TEXTS: Practical Politics for School Administrators, Wiles, Wiles and Bondi; Schools in Conflict, Wirt and Kirst.
FOCUS: Studies relationship of American school to the community; analysis of power structure, social agencies, school liaison groups, and economic character of the community as they affect and are affected by the school; evaluation of various media of communication between school and larger community; development of criteria for effective program of school-community relations. Topics include models of politics, political inquiry, and policy analysis; governance; local conversion process; community analysis; communicating with publics; elections, referenda, and coalition politics; local education politics and state issues; local budgetary politics; politics of cutback management; teacher organizations and collective bargaining; curriculum politics; and building a community relations program.

37. INDIANA. Indiana University

COURSE TITLE: Political Perspectives of Education. Education A560, Section C203.
INSTRUCTOR: A. Reynaldo Contreras, Dept. of Educational Leadership and Policy Studies, School of Education, Indiana University, Education Bldg. #241, 3rd and Jordan, Bloomington, IN 47405.
DATE: Summer 1984
TEXTS: Schools in Conflict, Kirst and Wirt; Everyman's Prince, Coplin and O'Leary.
FOCUS: Political context of education, political strategy skills, models of policy-making process, nature of influence, interest groups and lobbying, bargaining and coalitions, political leadership.

38. LOUISIANA. Louisiana State University

COURSE TITLE: Politics, Policy and Administration in Education in Education. EDAF 7407
INSTRUCTOR: Jonathan Z. Shapiro, Dept. of Administrative and Foundational Services, Louisiana State University, 113C Peabody Hall, Baton Rouge, LA 70803-4121.
DATE: Fall N/I

TEXTS: Essence of Decision, Allison; Foundations of Policy Analysis, Brewer and de Leon; A Preface to Democratic Theory, plus Lindblom and Nakamura and Smallwood.
FOCUS: Introduction to policy analysis and politics of educational policymaking; current methods and models of policy analysis, with specific applications to educational policy. In terms of policy analysis course examines policy initiation, estimation, implementation, evaluation, and termination.

39. LOUISIANA. University of New Orleans.

COURSE TITLE: Education and Public Policy. EDAD 6840
INSTRUCTOR: Rick Ginsberg (new address: Dept. of Educational Leadership and Policies, University of South Carolina, Columbia, SC 29208).
DATE: Spring 1986
TEXT: Schools in Conflict, Wirt and Kirst
FOCUS: An introduction to policymaking in education. Policymaking in education studied as a political phenomenon at the local, state and federal levels. The dynamics of policy formation are analyzed, values underlying policies discussed and problems of policy implementation are explored. Topics include educational change process; politics and education; local, state, and federal policymaking.

40. LOUSIANA. University of New Orleans.

COURSE TITLE: Seminar in Educational Administration: Implementing Federal Government Initiatives. EDAD 6890.
INSTRUCTOR: Rick Ginsberg (new address: Dept. of Educational Leadership and Policies, University of South Carolina, Columbia, SC 29208).
DATE: Fall 1984
TEXTS: Commission Politics, Lipsky and Olson; The Federal Role in Education: New Directions for the Eighties, Miller.
FOCUS: An examination of the role and the impact of the federal government in educational policymaking. A study of the history of federal involvement in education; the interaction of the federal, state and local government; the role of the executive, legislative and judicial branches of the federal government in educational policymaking, and problems with implementation of federal policies. A review of recent national commission reports and their recommendations.

41. MARYLAND. University of Maryland

COURSE TITLE: Politics of Education. EDPA 614
INSTRUCTOR: Gene P. Agre, Dept. of Educational Policy, Planning, and Administration, University of Maryland, College Park Campus, Harold R. W. Benjamin Bldg, College Park, MD 20742
DATE: Spring 1987
TEXTS AND FOCUS: Instructor provided a one-page reading list, which included two books (Schools in Conflict, Wirt and Kirst, and

Politics of the Budgetary Process 4th Ed., Wildavsky), plus several articles and chapters.
FOCUS: N/I

42. MASSACHUSETTS. Boston University

COURSE TITLE: Educational Politics: Local and State. EL 777
INSTRUCTOR: Don Davies, School of Education, Boston University, 605 Commonwealth Avenue, Boston, MA 02215.
DATE: Semester II 1984
TEXTS: Schools in Conflict, Wirt and Kirst.
FOCUS: Course is an introduction to the politics of education, focusing on the local and state levels. Topics include stages of the policy process, interest groups, citizen participation, school boards: roles and responsiveness, political and technical style of management and administrative representation, state roles in education (legislatures, governors, departments of education), the politics of labor/management relations in education, and current issues and trends.

43. MASSACHUSETTS. Boston University

COURSE TITLE: Educational Politics: National, EL 778
INSTRUCTOR: Don Davies, School of Education, Boston University, 605 Commonwealth Avenue, Boston, MA 02215.
DATE: Semester I, 1987
TEXTS: Essence of Decision, Allison; Federal Role in the System, ACIR; chapters and articles.
FOCUS: Course is an introduction to the politics of education, focusing on the federal level. Examines historical perspective and the policy process. At the federal level lobbies and lobbying, the legislative process (Congress), the budget process, the executive branch (White House, USDE) are discussed. Case studies have included "The Education of David Stockman" and "The Case of Educational Renewal." Examination of federal role in education and current issues in national educational politics.

44. MASSACHUSETTS. Boston University

COURSE TITLE: State Education Policy Initiatives in the Mid '80s: A Policy Institute. EL 600
INSTRUCTOR: (Joseph Cronin), Don Davies, School of Education, Boston University, 605 Commonwealth Avenue, Boston, MA 02215
DATE: Summer 1985
TEXTS: Numerous reports, chapters, and articles.
FOCUS: Examination of state initiatives for the reform and improvement in education. Major focus on elementary and secondary education but includes teacher education and other higher education issues. Course is intended to increase participants' understanding of how the state political system works. Topics include state leadership, reform formats - what works?, state board of education, interest groups, and various topics related to school improvement and state level leadership.

45. MASSACHUSETTS. Boston University

COURSE TITLE: Washington Seminar on Educational Politics - 1986 EL 600.
INSTRUCTORS: Don Davies (and Allan Cohen), School of Education, Boston University, 605 Commonwealth Avenue, Boston, MA 02215
DATE: 1986
TEXTS: Intergovernmentalizing the Classroom, ACIR; Federal Role in the Federal System, ACIR, Power and Process, Summerfield (selected chapters) plus articles and chapters.
FOCUS: Course includes orientation (in Boston), plus seminars in Washington. Examination of functioning of federal government in relationship to education, the Congressional legislative and budget processes, the White House, OMB, USDE, and other agencies. Students are provided alternative theoretical models for viewing the political process in education. Visits in Washington to key policy-makers, their staffs, and think-tank representatives.

46. MASSACHUSETTS. Harvard University

COURSE TITLE: Education and the Politics of Public Organizations, A-024
INSTRUCTOR: Michael Lipsky, Graduate School of Education, Harvard University, 435 Gutman, Cambridge, MA 02138 (Courtesy of Jerome T. Murphy)
DATE: Spring 1986
TEXTS: N/I. Extensive required readings, including Cobb and Elder, Dolbeare and Edelman, Pressman and Wildavsky, Downs, and many others.
FOCUS: The politics and organization of public policy delivery. Social policies and the organizations through which they are delivered. Topics include, inter alia, the rules of the game, agenda setting, public policy implementation, the problem of goals, the politics of the semi-professions and of assessment.

47. MICHIGAN. Michigan State University

COURSE TITLE: Educational Equity, TE 806
INSTRUCTOR: Richard A. Navarro, Dept. of Teacher Education, Michigan State University, 319 Erickson Hall, East Lansing, Michigan.
DATE: Summer 1986
TEXTS: Harvard Educational Review, Vol. 53, No. 4; White Teacher, Paley; Schooling for All: Class Race, and the Decline of the Democratic Ideal, Katznelson and Weir.
FOCUS: Defining education equity, routines and intervention strategies, educational inequality as a social phenomenon, the change process, and other topics.

48. MISSOURI. Univesity of Missouri - Kansas City

COURSE TITLE: Politics of School Administration, Ed. 589A
INSTRUCTOR: Joseph P. Caliguri, Div. of Educational Administration, School of Education, University of Missouri- Kansas City,

5100 Rockhill Road, Kansas City, MO 64110.
DATE: 1981 (under revision for summer 1987)
TEXTS: Politics of Education NSSE Yearbook, Scribner; Practical Politics for School Administrators, Wiles, Wiles, and Bondi.
FOCUS: Politics and the principal, taking charge, maintaining control, making changes, boards of education and central administration.

49. NEW JERSEY. Rutgers University (H.E.)

COURSE TITLE: Politics and the University. Political Science 356
INSTRUCTOR: Roy Licklider, Dept. of Political Science, Douglas Campus, Rutgers University, Hickman Hall, New Brunswick, NJ 08903.
DATE: Spring 1984
TEXT: Tomorrow's Universities. Prange, et. al., On Higher Education, Riesman. Centers of Learning, Ben-David.
FOCUS: Purpose of course " is to develop a perspective on higher education by comparing the American system to those of other countries." Topics include background in contrasting systems, functions of higher education (professional education, research, liberal arts), access to higher education (social mobility, distinctive clientele), financing higher education, external control of the university, internal control of the university (students faculty, and administrators), political dissent, and planned change.

50. NEW YORK. Baruch College of City University of New York

COURSE TITLE: School-Community Relations. Education 9511.
INSTRUCTOR: Seymour P. Lachman, Office of Dean for Community Development, City University of New York, 33 West 42th Street, New York, NY 10036
DATE: N/I
TEXTS: Black, White, Green, & Red: Politics of Education in Ethnic America, Bresnick, Lachman, and Polner; Class, Bureaucracy, and Schools, Katz.
FOCUS: New York City educational arrangements, community school boards and decentralization, desegregation, church-state and education, unionism, parent, student, and community involvement, etc. (strong emphasis upon New York City and urban political issues in education).

51. NEW YORK. City College of the City University of New York

COURSE TITLE: Educational Policy and School Administration. EDSS 74770
INSTRUCTOR: James J. Shields, Jr., Dept. of Social and Psychological Foundations, School of Education, The City College, Convent Avenue at 138th Street, New York, NY 10031.
DATE: Fall 1986
TEXTS: N/I. Readings include Seeley, Bastian, et al., Rogers and Chung, et al.

FOCUS: Policy formulation and basic issues examined with a view to identifying underlying assumptions. Attempts to analyze and assess consequences of alternative courses of action, including consequences in terms of major issues, with emphasis upon controversies of our time. Topics include legal basis, education through partnership, equality, 110 Livingston Street revisited, and comparative perspectives (notably, Japan).

52. NEW YORK. City College of the City University of New York

COURSE TITLE: Politics and Education., EDFN 236
INSTRUCTOR: James J. Shields, Jr., Dept. of Social and Psychological Foundations, School of Education, The City College, Convent Avenue at 138th Street, New York, NY 10031.
DATE: Fall 1986
TEXT: The Rights of Students and Teachers. Fischer and Schimmel, and supplemental readings.
FOCUS: Upon structure and organization of educational control and individuals and groups, governmental and non-governmental who participate in the educational policymaking process. Attention given to court decisions defining civil rights of students and teachers.

53. NEW YORK. Columbia University Teachers College

COURSE TITLE: Community Politics, Policies, and Administrators.
INSTRUCTOR: Dale Mann, Teachers College, Box 208, Columbia University, New York, NY 10027.
DATE: Fall 1986
TEXTS: (Recommended Readings) The New American Dilemma Hochschild; School Politics Chicago Style, Peterson; Who Controls Our Schools?, Kirst, and Borman and Spring; Mann, Viteritti, and Banfield.
FOCUS: Topics include the politics of effective schooling, political conflict, the school as a political institution, politics of administrative representation, analyses and structure of power, public opinion, dropouts and pushouts, myth of change agent, business partnerships, semi-decision making and democratic control, etc.

54. NEW YORK. New York University (H.E.)

COURSE TITLE: Politics of Higher Education. E98.2135
INSTRUCTOR: Richard C. Lonsdale, Program in Higher Education, School of Education, Health, Nursing, and Arts Professions, New York University, Washington Square, New York, NY 10003.
DATE: Fall 1986
TEXTS: Basic Policy Study Skills, Coplin and O'Leary; State Planning, Budgeting, and Accountability, Floyd; Politics of Higher Education, Hines and Hartmark; and Johnson and Marcus.
FOCUS: On the application of political analysis to higher education structures, processes, and issues. Major topics include tools of political analysis and strategy (definitions of politics, nature of political processes--external and internal--in higher education,

applicable concepts, theoretical frameworks); political structure of higher education (governmental and non-governmental bodies, political structure of higher education in other countries); political issues in higher education (underlying philosophic, economic, and social issues; external governance issues; issues related to instruction, research, and service, students, faculty, and employees, facilities and funds), and topics for further research.
FEATURES: Syllabus (35 pages) includes objectives, some key concepts, theoretical frameworks, themes and questions, selected bibliography (12 pages), selected periodicals. Other materials.

55. NEW YORK. Pace University

COURSE TITLE: Political Power and Educational Decision-Making EDU 670
INSTRUCTOR or CONTACT: John B. Poster, Chairman, Graduate Program in Educational Administration, Pace University, New York City Campus, Pace Plaza, New York, NY 10038.
DATE: N/I, but current
TEXTS: Across the River, R. Viteritti; Improving School School Improvement, P. Berman.
FOCUS: Topics include dilemma of a professional, power and policy decision-making, local administrative units with competitive and monopolistic informal power structures, varying patterns of power structure, influential leaders, emerging groups of influence, decisionmaking in individual schools, political power and eductional improvement, and related topics.

56. NEW YORK. State University of New York at Albany

COURSE TITLE: Educational Administration in Federal and State Government., EAPS 674
INSTRUCTOR: Donald H. Layton, School of Education, State University of New York at Albany, 1400 Washington Avenue, Albany, New York, NY 12222.
DATE: Spring 1987
TEXTS: School Days, Rule Days, Kirp and Jensen; Legislated Learning, Wise.
FOCUS: Politics of large educational bureaucracies, interorganizational and intraorganizational politics, the policy cycle, federalism in American education, pressures of educational reform upon the system; and related topics.

57. NEW YORK. State University of New York at Albany

COURSE TITLE: Planning and Decisionmaking. EAPS 660
INSTRUCTOR: Ted I.K. Youn, School of Education, State University of New York at Albany, 1400 Washington Avenue, Albany, NY 12222.
DATE: Fall 1986
TEXTS: Policy Making Process, 2nd ed., Lindblom; Essence of Decision, Allison; Perspectives on Budgeting, Schick; Politics of Policy Impementation, Nakamura and Smallwood.
FOCUS: An introduction to major perspectives and approaches to

policymaking and the application of these approaches to educational policymaking. Major course topics include planning in complex systems; policy initiation; defining policy problems, assessing needs, and estimating political terrains; problems of analysis and perspectives of analysts; problems of conceptual models for decisionmaking; policy implementation: bureaucracies, interest groups and incentives; problems and perspectives in policy evaluation; policy termination; error and error correction; budgeting, et. al.
FEATURE: 6-page bibliography on "The Scope of the Policy Sciences."

58. NEW YORK: State University of New York at Albany

COURSE TITLE: The Politics of Education., EAPS 608. RPos 749.
INSTRUCTOR: Daniel C. Levy, School of Education, State University of New York at Albany, 1400 Washington Avenue, Albany, NY 12222.
DATE: Summer 1986
TEXTS: Schools in Conflict, Wirt and Kirst; Modern Political Analysis, 3rd. ed., Dahl.
FOCUS: Introduction to politics of education. Major topics include political science and educational politics, how to study politics, political socialization, political legitimacy and political conflict, interest groups and political power, political participation, school boards, and local politics, state politics, federalism and the national government, and policy evaluation. Readings coordinated with these topics.

59. NEW YORK. State University of New York at Albany

COURSE TITLE: The Politics of Education (Politics and the School Administrator). EAPS 608
INSTRUCTOR: Donald H. Layton, School of Education, State University of New York at Albany, 1400 Washington Avenue, Albany, NY 12222
DATE: N/I
TEXT: Schools in Conflict, Wirt and Kirst.
FOCUS: Course designed for educational practitioners. Topics include systems framework, approaches to study of educational politics, intergovernmental relationships, federal, state, and local politics (including community involvement), community power structures.
FEATURE: An up-to-date 4-page bibliography on the politics of education.

60. NEW YORK. State University of New York at Albany. (H.E.)

COURSE TITLE: Politics of Higher Education. EAPS 658
INSTRUCTOR: Daniel C. Levy, School of Education, State University of New York at Albany, 1400 Washington Avenue, Albany, NY 12222
DATE: Spring 1986
TEXT: Governing and University, Epstein
FOCUS: Major topics include the political analysis of higher education; the U.S. in comparative and historical perspective; politics at the national, state, and New York levels; trustees and

non-governmental external actors; the politics of university administration; professional power; student power; autonomy and accountability; coordination; and public policy and private higher education.

61. NEW YORK. University of Rochester

COURSE TITLE: The Politics of School-Community Relations. EDA 443.
INSTRUCTOR: Ross J. Willink, Graduate School of Education and Human Development, University of Rochester, 403 Lattimore, Rochester, NY 14627
DATE: Fall 1985
TEXTS: N/I. Extensive readings required
FOCUS: Examination of social and political relationships between communities and schools; local control of education in theory and practice; participation by citizens in educational policymaking; patterns of power, influence, and communications; analysis of the characteristics of communities and school systems as they affect school-community relations.

62. OHIO. University of Toledo

COURSE TITLE: Politics of Education, 352-662/862
INSTRUCTOR: Richard W. Saxe, Dept. of Administration and Supervision, College of Education, The University of Toledo, 2801 W. Bancroft Street, Toledo, OH 43606
DATE: Spring; Year N/I.
TEXT: Schools in Conflict, Wirt and Kirst.
FOCUS: Course examines process of policymaking and program implementation in education. Attention is given to all levels of government as well as some non-governmental agencies. Special attention to local community and school district.
FEATURES: An 8-page bibliography on the politics of education. An extensive list of representative journals encompassing politics of education interests.

63. OKLAHOMA. University of Tulsa

TITLE: Seminar: Local Educational Politics. EDLE 7973
INSTRUCTOR: Martin Burlingame, School of Educational Administration and Research, The University of Tulsa, 600 South College Avenue, Tulsa, OK 74104-3189.
DATE: Spring 1985
TEXTS: Education and the Cult of Efficiency, Callahan; Citizen Participation in the Public Schools, Salisbury; The Semisovereign People, Schattschneider, plus Schmidt, et al.
FOCUS: The study of the local school system as a political unit. Course compares and contrasts neighborhood politics of the local school system with partisan party politics, the major "stories" in a community about what schools do and should do, and how the context of the local community shapes the schools.

64. OKLAHOMA. University of Tulsa

TITLE: State and Federal Educational Politics and Policy.
SEAR 8123
INSTRUCTOR: Martin Burlingame, School of Educational Administration and Research, The University of Tulsa, 600 South College Avenue, Tulsa, OK 74104-3189.
DATE: Summer 1986
TEXTS: American Federalism, 3rd. ed, Elazar; Shaping Education Policy in the States, Fuhrman and Rosenthal; The Uncertain Triumph, Graham; plus Wise.
FOCUS: Course emphasizes the description and analysis of the role of the Oklahoma executive, legislative, and judicial branches in setting state educational policy and the evolution of federal educational policy since the 1960's. Specific examination of the notions of political culture (Elazar) and hyperrationalization (Wise).

65. OREGON. Portland State University

COURSE TITLE: Politics and Policy Processes in Education.
Ed. Ad. 578.
INSTRUCTOR: John F. Heflin, School of Education, Portland State University, P.O. Box 751, Portland, OR 97207.
DATE: Winter 1983 (under current revision)
TEXTS: Policymaking in American Public Education, Thompson; Education in the Eighties: New Directions, Miller, and articles.
FOCUS: Intensive examination of political behavior in educational policymaking, federal level politics, state and local level politics, school desegregation, politics of classroom teaching, school finance policy, politics of collective bargaining, school closures, curriculum, evaluation, etc.

66. OREGON. University of Oregon

COURSE TITLE: Governance and Policy in American Schools. DEPM 514
INSTRUCTOR: Paul Goldman, Depts. of Sociology and Educational Policy and Management, University of Oregon, Education 126C, Eugene, OR 97403-1215.
DATE: Fall 1986
TEXTS: Schools in Conflict, Wirt and Kirst; Xerox Reader
FOCUS: In depth analysis of governance structure and policymaking process in elementary and secondary schools and school districts in the U.S. Concept of federalism is explored. Topics include major contemporary policy issues; bureaucracy and rationality; the politics of schools; what is policy? politics and policy processes at local, state, and federal levels; the courts, et al.

67. PENNSYLVANIA. Pennsylvania State University

COURSE TITLE: Bureaucratic Politics and Educational Policy.
EDADM 566.
INSTRUCTOR: William L. Boyd, Div. of Education Policy Studies, Pennsylvania State University, 317 Rackley Bldg., University Park,

PA 16802
DATE: N/I
TEXTS: N/I
FOCUS: On political economy and bureaucractic politics of educational organizations, with special attention to the policy-making, implementation, and evaluation processes. In addition to exposisng students to the neoconservative, "public choice" approach now influential, as well as controversial, in national policymaking circles, the course examines the "policy cycle" in public and nonpublic schools and colleges. Alternative models of organizational politics and decision-making are presented.

68. PENNSYLVANIA. Pennsylvania State University

COURSE TITLE: Educational Politics in the United States.
EDADM 528
INSTRUCTOR: William L. Boyd, Div. of Education Policy Studies, Pennsylvania State University, 317 Rackley Bldg., University Park, PA 16802.
DATE: Fall 1985, Fall 1986
TEXTS: Who Controls Our Schools?, Kirst; American Education, 3rd ed., Spring; Schools in Conflict, Wirt and Kirst; and Bastian, et al.
FOCUS: On the social and political forces which shape the educational system and determine national, state and local educational policy and politics in the United States. Some major themes include politics and the role of government in schooling, competing values in educational policy and governance, politics of federal involvement in schooling, the politics of state involvement in schooling, politics of curriculum and of local response to state and federal initiatives and involvement in education.

69. PENNSYLVANIA. Pennsylvania State University

COURSE TITLE: Politics of Local School Districts. EDADM 533
INSTRUCTOR: William L. Boyd, Div. of Education Policy Studies, Pennsylvania State University, 317 Rackley Bldg., University Park, PA 16802
DATE: Winter 1985
TEXTS: Growing Up American: Schooling and the Survival of Community, Peshkin; City Limits, Peterson.
FOCUS: On the theory and practice of politics in local school districts, with attention to the study of political decisionmaking and influence. Course topics include the causes of school/community conflict, nonpartisanship and educational government, rural school districts, suburban school districts, changing school districts, urban school districts, and bureaucratic politics, service delivery, and policy implementation.

70. PENNSYLVANIA. Temple University

COURSE: Politics of American Education. Educational Administration 611
INSTRUCTOR: Leon Ovsiew (and Ellis Katz, Dept. of Political

Science), College of Education, Temple University, Philadelphia, PA 19122.
DATE: Spring 1981
TEXTS: Policy-Making in American Public Education, 1976
FOCUS: Topics include American education as a non-system, American politics as a non-centralized system, federal roles in education and the new federal role (R and D); states in the intergovernmental system, state role in school finance, the politics of school finance reform, growing state role in education, local home role: pro and con, background and contemporary issues of school desegregation, school administrators in local politics, the new politics of education, and toward a system of education.

71. SOUTH CAROLINA. South Carolina State College

COURSE TITLE: Policy Formulation and Analysis in Educational Administration. EAM 734
INSTRUCTOR: George Michel, 113 Bent Bough Circle, Columbia, SC 29210
DATE: Fall 1986
TEXT: Schools in Conflict, Wirt and Kirst
FOCUS: On the study of the factual normative bases of the development of educational policies, and the methods of arriving at policy alternatives. Topics include systems theory, including demands and supports, local and community power, school board, voters, state politics, courts, and federal influences and federal policy.

72. TEXAS. East Texas State University

COURSE TITLE: Politics and Education
INSTRUCTOR: Frank W. Lutz, Center for Policy Studies and Research in Elementary and Secondary Education, East Texas State University, East Texas Station, Commerce, TX 75428.
DATE: Summer 1986
TEXTS: N/I
FOCUS: Topics include structure of American education; local school districts; state system; federal politics; and systems of studying politics. Each of these topics is subdivided into narrower areas of inquiry on the course syllabus.

73. TEXAS. Texas A & M University

COURSE TITLE: Educational-Governmental Relationships. EDAD 652
INSTRUCTOR: Clifford L. Whetten, Dept. of Educational Administration, College of Education, Texas A & M University College Station, TX 77843-4226.
DATE: Spring 1987
TEXTS: Schools in Conflict, Wirt and Kirst.
FOCUS: Seeks to "provide school administrators with background knowledge and insights relative to political relationships between educational institutions, governmental units, political organizations, and people." Topics include political socialization,

interest groups, school policy making, local politics, professional education in politics, school referenda, state politics and political issues, the courts, and federal influence.

74. TEXAS. Texas A & M University

TITLE: The Politics of Education. Political Science 339
INSTRUCTOR: Harvey Tucker, Dept. of Political Science, Texas A & M University, College Station, TX 77843-4348
DATE: Fall 1983
TEXTS: Schools in Conflict, Wirt and Kirst; The Politics of Educational Governance: An Overview, Tucker and Zeigler.
FOCUS: Major topics include American educational governance in historical and world perspective, the structure of American educational governance, student achievement, desegregation, finance, personnel, private schools, and nationalization.

75. TEXAS. Texas Tech University

COURSE TITLE: Educational Policy and the Law. EDAD 5341
INSTRUCTOR: William E. Sparkman, College of Education, Texas Tech University, Box 4560, Lubbock, TX 79409-4560.
DATE: Fall 1986
TEXT: Educational Policy and the Law: Cases and Materials, 2nd ed., Yudof, Kirp, van Geel and Levin.
FOCUS: Topics are organized around those in the text, and include schooling, student and teacher rights, discipline, equal educational opportunity, and educational governance. Projects in the course examine particular policy issues in education which are intertwined with the law and have significant legal implications.

76. TEXAS. Texas Tech University

COURSE TITLE: The Politics of Educaton, EDAD 5391
INSTRUCTOR: William E. Sparkman, College of Education, Texas Tech University, Box 4560, Lubbock, TX 79409-4560.
DATE: N/I
TEXT: Schools in Conflict, Wirt and Kirst
FOCUS: Major units include the political environment of education in the U.S., conceptual framework for the study of politics, local school policy making, local conversion process, state education politics, the role of the court in education policy, and the role and scope of the federal government in education.

77. TEXAS. University of Texas at Dallas

COURSE TITLE: Politics of American Education. POLS 4396
INSTRUCTOR: David L. Plank (now at Dept. of Administrative and Policy Studies, School of Education, University of Pittsburgh, 5S43 Forbes Quad, Pittsburgh, PA 15260).
DATE: Fall 1983
TEXTS: School Politics, Chicago Style, Peterson; Race and Schooling in the City, Yarmolinsky, et al.
FOCUS: Introduction to school politics, political history of

American education, analytic models and local school politics, school politics at the federal and state levels, school desegregation, finance and governance, and the continuing crisis.

78. UNITED KINGDOM. City of London Polytechnic

COURSE TITLE: Government and Policy, Politics of Educational Policy-Making in Post-War Britain (1944-85)
INSTRUCTOR: Rene Saran. Address not available. (Courtesy of Bruce Cooper).
DATE: February 1986
TEXTS: N/I. Several books on reserve required reading.
FOCUS: Educational legislation, including 1944 Education Act and its aftermath; changing relationships between central and local government; organization of secondary education; roles of political parties, pressure groups, local government officers, civil servants, councillors, MPs, ministers; underlying value assumptions influencing policy makers.
FEATURES: A 4-page reading list of considerable value to students of the politics and governance of British education.

79. UTAH. Weber State College

COURSE TITLE: Education and the Federal Government: The Origins and Evolution of Federalism in Education. Course Number N/I.
INSTRUCTOR: Don Sharpes, Combined Graduate Program, School of Education, Weber State College, Ogden, UT 84408.
DATE: Occasional seminar
TEXTS: N/I "Croom Helm Publishers in England will release a book under the same title sometimes this winter."
FOCUS: Historical, examination of documents, comparative component, particular examination of U.S. judiciary, Congress, and executive. Examines particular aspects of the U.S. Constitution, as well as judicial policy in race and schooling. Also, evolution of, and people and policy in federal education legislation. Federal executive unit includes Presidential statements, Presidential policy formation in education, managing federal schools, and the making of a Department of Education.

80. VERMONT. University of Vermont

COURSE TITLE: Seminar in Educational Policy. EDAP 437
INSTRUCTOR: A. P. (Perry) Johnston, Dept. of Organizational, Counseling, and Foundation Studies, College of Education and Social Services, University of Vermont, 228 Waterman Bldg., Burlington, VT 05405-0160.
DATE: Spring 1986
TEXTS: Numerous required readings, including John Dewey, Stephen Bailey, Aaron Wildavsky, Graham Allison, and many others.
FOCUS: Introductory course in public policy analysis. Topics include political and social-demographic-economic cultures (policy

environment); establishing the agenda, formulation and adoption, implementation, evaluation, modification, and termination (stages of policy); and legislators, party politics, government employees, the executive, courts, and private interests (policy actors).

81. VIRGINIA. University of Virginia

TITLE: Educational Policy Analysis: Issues in the Politics of Education. EDLP 702
INSTRUCTOR: Deborah A. Verstegen (and David L. Clark), Dept. of Educational Leadership and Policy Studies, Curry School of Education, Ruffner Hall, University of Virginia, 405 Emmet Street, Charlottesville, VA 22903-2495.
DATE: Fall 1986
TEXT: N/I but many required readings.
FOCUS: Course topics include historical, legal, and contextual development of education policy, policy studies and policy analysis, the federal role, the rise of the states, the local role, effective schools, excellence, choice, teacher education, change, and others. Readings are well coordinated with these topics.

82. WASHINGTON. Washington State University

COURSE TITLE: Policy Formation in Education. Education 582.
INSTRUCTOR: Donald B. Reed, Cleveland Hall, Office 236B, Dept. of Education, Washington State University, Pullman, WA 99164-2110.
DATE: Spring 1986
TEXTS: Politics, Power, and Policy, Iannaccone and Lutz; Public Participation in Local School Districts, Lutz and Iannaccone; Ambiguity and Choice in Organizations, March and Olsen, et al.
FOCUS: Introduction to study of policy formation (theories, conceptions, etc.); politics of education and policy formation (social stratification mode of studying power and politics; reputational and decisional modes; relationships of major actors); decision-making in educational organizations (model of rational decisionmaking, attention and decisionmaking goal formation, loosely coupled systems, etc.).
FEATURE: 4-page bibliography.

83. WISCONSIN. University of Wisconsin-Milwaukee

COURSE TITLE: The Politics of Education. 103-725
INSTRUCTOR: James G. Cibulka, Dept. of Administrative Leadership, School of Education, University of Wisconsin-Milwaukee, 621 Enderis Hall, Milwaukee, WI 53201.
DATE: Fall 1986
TEXTS: School Politics, Chicago Style, Peterson; Who Controls Our Schools?, Kirst; Managing Decline in School Systems, Zerchykov.
FOCUS: On an examination of political decisionmaking at federal,

state, and local levels, and the interdependence shared by interest groups, public and private governments, and education. Topics include political history of American education; frameworks for interpreting educational politics; the politics of efficiency, of productivity, and of equity; the politics of choice; the politics of responsiveness; and the political role of employees.